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Aurora College Bulletin

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COLLEGE CALENDAR

1920

June 4, Friday
June 7, Monday } .....Semester Examinations
June 4, Friday .....Oratorical Contest
June 6, Sunday .....Baccalaureate Sermon
June 7, Monday .....Musical Program
June 8, Tuesday .....June Day
June 9, Wednesday .....Commencement
September 8, Wednesday..... First Semester begins, Registration Day
November 25, Thursday
November 26, Friday } .....Thanksgiving Holidays
December 17, Friday, 4 p. m. .....Christmas Recess begins

1921

January 3, Monday, 7:30 a. m. .....Christmas Recess ends
January 9 to January 16 .....Founders' Week
January 24, Monday
January 25, Tuesday } .....Semester Examinations
January 26, Wednesday .....Second Semester begins Registration Day
February 22, Tuesday .....Washington's Birthday
April 1, Friday, 4 p. m. .....Spring Recess begins
April 11, Monday, 7:30 a. m. .....Spring Recess ends
May 30, Monday .....Memorial Day
June 3, Friday
June 6, Monday } .....Semester Examinations
June 3 to June 8 .....Commencement Exercises

CORPORATION

NAME

AURORA COLLEGE is the corporate name. It is incorporated under the laws of the State of Illinois.

OFFICERS

Rev. G. A. Ferguson .....Chairman
Rev. D. H. Woodward .....Vice Chairman
Leonard T. Richardson .....Secretary
Clarence E. Corbaley .....Treasurer

BOARD OF TRUSTEES

	Expiration
William J. Watson, Chairman	1921
J. R. Singleterry	1920
Fred E. Warman	1922
Ethel Shatto Smith	1921
George E. Tyler	1919

ADVISORY BOARD

B. Forester	J. S. Lucas	W. E. Chandler
F. E. Warman	A. E. Bloom	A. H. Kearney
Burr A. L. Bixler	C. O. Farnham	I. F. Barnes

PRESIDENTS

J. Oscar Campbell 1893-1894
A. W. Sibley 1894-1895
G. V. Clum 1895-1898
M. L. Gordon 1898-1901
Nathan C. Twining 1901-1906
Bert Joseph Dean 1906-1911
Orrin Roe Jenks 1911-

FACULTY

ORRIN ROE JENKS

President and Professor of Biblical Literature and Religious Education.

A. B., Mendota College, 1906; B. D. Chicago Theological Seminary, 1905; B. D. Divinity School of the University of Chicago, 1908; Principal of Theological School Mendota College, 1904-1911; President of Aurora College, 1911-

NATHAN CROOK TWINING

Emeritus Professor of Greek and Latin.

A. B. Milton College, 1861; A. M. Milton College, 1865; Ph. D. Milton College, 1908; President of Mendota College, 1901-1906; Professor of Greek and Latin, 1906-1917.

GEORGE H. DEWING

Professor of History and Social Sciences.

B. S. Mendota College, 1909; A. B. Aurora College, 1912; Ph. D. Grove City College, 1914.

LEONARD TOWNSEND RICHARDSON

Registrar and Professor of Romance Languages.

A. B. Aurora College, 1915; Professor of Greek and Latin, 1915-1918; Professor of Romance Languages, 1918-

CLARENCE RAYMOND SMITH

Professor of Physics.

B. S. Aurora College, 1914; Teacher of Science in High School, 1915-1916; Professor of Physics, 1916-

Professor of Chemistry (To be filled).

Professor of Mathematics (To be filled).

ELIZABETH HAMMOND LESUER

Professor of English and Dean of Women.

A. B. Aurora College, 1915; A. B. Boston University, 1916; A. M. Boston University, 1918; Associate Professor of English, 1917-1919; Professor of English, 1919-

PEARL LOUISE WEBER

Professor of Philosophy and Education.

Ph. B. University of Chicago, 1899; Instructor in Philosophy, Southwestern College, 1900-1901; Professor in Muncie National Institute, 1915-1917; Associate Professor of Romance Languages, 1917-1918; Professor of Philosophy and Education, 1918-

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Professor of Greek and Latin (To be filled).

DAVID HANSON WOODWARD

Professor of Biblical Literature and Religious Education.

D. D. Aurora College, 1919; Principal of Boston Bible School and Ransom Institute, 1904-1910; Pastor of the College Church, Aurora, 1917-1920; Professor of Biblical Literature and Religious Education, 1917-

HARRY R. DETWEILER

Head of the School of Music.

Head of the Columbia Conservatory of Music, Aurora.

MIRIAM JENKS PERRY

Instructor in the Academy.

A. B. Aurora College, 1918; Teacher in Chicago Public Schools, 1911-1917.

ESSIE BISHOP RICHARDSON

Instructor in the Academy.

A. B. Aurora College, 1917.

PAUL BURDETT BAUM
Physical Director.

A. B. Aurora College, 1919.

WINFRED FOOTE JOHNSON
Student Assistant in Mathematics.

OFFICERS OF ADMINISTRATION

ORRIN ROE JENKS
President of the College.

LEONARD T. RICHARDSON
Registrar.

CLARENCE E. CORBALEY
Treasurer.

MAUDE L. JOHNSON
Librarian.

BONITA COOPRIDER
Secretary to the President.

GENERAL INFORMATION

HISTORY

In the year 1892, a movement was started among the Advent Christian churches of the Central West for the founding of an educational institution which would provide a safe place for the educational training of young men and young women. In the month of August, 1892, the Western Advent Christian Publication Association was incorporated. Education was one of the specified objects of the corporation, the purpose being to establish a school for general education, with a department for the special study of Biblical truth as a prominent feature. A building, which had been erected in 1858, by the Lutherans, and the grounds, were secured and a school was started as Mendota Seminary, in Mendota, Illinois, on January 3, 1893. Within one year, the courses of study were enlarged and the name of the institution changed to Mendota College. The school was controlled and managed by the Western Advent Christian Publication Association until December, 1899, at which time a separate charter was procured for the college and it became an independent corporation.

Mendota College outgrew its accommodations, and steps were taken to erect more suitable and commodious buildings, when the question of procuring a new location arose. This resulted in the selection of Aurora as the new location. Mr. William George contributed one block of ground, the citizens of Aurora subscribed several thousand dollars to purchase additional ground and to assist in the erection of the new buildings. The work of construction was pushed rapidly. Ground was broken on May 31, 1911, and the corner stone was laid with appropriate ceremonies Saturday, July 21 of the same year. In August, 1911, the name of the school and corporation was changed to Aurora College, and on the third day of April, 1912, the college students assembled in the new buildings for the first time.

MANAGEMENT

The college is under the management of a Board of Directors, consisting of five members, who are elected for a term of three

years by the delegates of the Advent Christian Conferences of the Central West. However the constituency back of the school consists of all the Advent Christian Churches of the United States and Canada. These churches number six hundred and forty. The purpose is to make Aurora College the central educational institution of the Advent Christian people of the United States. By this new movement it is expected to raise a sufficient endowment and to secure a student body that will place this institution in the front rank of colleges.

LOCATION

The college buildings are on the west side of what is known as West Aurora. They are built on a high ridge, and an observer can see from the hall windows the whole city to the east, and miles of farming prairie lands in the other directions. No other spot about the city affords a broader and more picturesque view; no other can boast of purer air or more attractive natural surroundings.

Aurora city is situated in the south-east corner of Kane County, Illinois, thirty-eight miles from Chicago to the southwest. Several different lines of railway give the city good transportation connections with every part of the continent. Street car accommodations make it easy to go to and from the college buildings to any part of the city.

The first settlement in Aurora was made in 1834. Development has been both continuous and rapid. In 1857 the city was incorporated. Aurora was the first city in the world to own its electric light plant (1882). To-day Aurora is a growing city, with a population of 35,000. Progressive in its methods of administration, careful in its business policy, the city has obtained all modern conveniences and improvements such as public buildings, waterworks, paved streets, churches and other religious organizations, public library, and many civic and educational organizations. Another important factor is found in her public schools, which are of the highest grade. The school buildings are well kept, and new edifices are being erected and old buildings improved each year. Added to this are to be counted the rich farm lands surrounding the city, which are well cultivated and

productive. Within a radius of one hundred and twenty-five miles from Aurora are one hundred and fifty cities and villages, and this includes one of the ten "greatest cities of the world." Her citizens are thrifty, most of them owning their homes, and all are patrons of education and refinement.

THE BUILDINGS

Three new halls have been completed and furnished at an expense of over one hundred and twenty-five thousand dollars. Good walks have been made and proper gradings to make it convenient and pleasant for students to reach the several buildings. Several hundred choice trees have been planted, and other improvements are being made as means and time are found to go forward in the work.

Eckhart Hall, the main college building, is one hundred and ten feet long by seventy-two feet wide, and has three floors of these dimensions. There is also another floor for the Twining Museum, and the two Society Halls—the fourth floor. This hall will accommodate four hundred students.

Davis Hall. This is the women's building. It is seventy feet long and thirty-five feet wide. It has three floors devoted to living rooms; all rooms are fully furnished. There are accommodations for thirty students. Every room is provided with steam heat and electric light. In the basement is a large dining hall where meals are provided for both young men and young women. The dean of women lives in Davis Hall and has the oversight of all college women.

Wilkinson Hall. This is a hall similar to Davis Hall built as a dormitory for young men. It has accommodations for thirty-five young men. All rooms are heated with steam and lighted with electricity.

The Adams. This is a building having four apartments, with four rooms in each, and used as living rooms for professors or married students.

The Heating Plant. The boilers are located in a building which joins on the south end of Wilkinson Hall. From this building the heat is conducted under ground to all the buildings on the campus. It is a thoroughly modern vacuum steam heating

plant. Within the past year it has been improved at an expense of nearly four thousand dollars.

LIBRARY AND READING ROOM

The College Library contains over six thousand bound volumes, besides a large number of pamphlets and unbound magazines. Several hundred volumes are added to the library each year. These books are being purchased to meet the needs of the various departments of the college.

The reading room, which is a large, well-lighted room on the main floor of Eckhart Hall, contains the greater portion of the library books.

OTHER LIBRARIES

By special vote of the directors of the Aurora Public Library students of Aurora College are given the privilege of drawing books from this excellent collection, which consists of 35,000 volumes.

As Aurora is near to Chicago the great libraries of that metropolis are accessible and available. For reference work our students often visit the Chicago libraries. The following are amongst the largest:

The Chicago Public Library, 450,000 volumes, with full facilities for general reference.

The Newberry Library, 330,000 volumes, specially strong in theology, history, music, and the classics.

The John Crerar Library, 300,000 volumes, developed particularly with reference to social, economic, and historic lines.

LABORATORIES

The rooms set apart for the use of the Department of Science occupy the entire basement of Eckhart Hall. They comprise two recitation rooms, lecture room, general laboratory and optical laboratory for Physics, laboratory and supply room for Biology, office of the department, and shop. All of these rooms are commodious and well lighted and adapted to the uses for

which they are intended. The physical laboratory, chemical laboratory, and shop room are provided with electrical terminals for special voltages.

The lecture room seats eighty students and is furnished with tablet-arm opera chairs, each row raised above the one in front in the usual manner. The lecture room desk is equipped with gas, water, and electrical connections, and within easy reach is a fume hood and blackboard, also a projection curtain, chart hanger, and other conveniences. The college possesses a dissolving stereopticon and a number of charts.

Adjoining the lecture room on the north is a preparation room for demonstration apparatus and supplies and the preparation of experiments. In this room is installed a motor generator set and storage battery.

The department library is at present kept in the west recitation room, and is within ready access for all science students.

Biological Laboratories. The general laboratory is a northeast room and a large amount of window space on two sides of the room furnishes an abundance of light so necessary for microscopical work and fine dissections. The equipment includes dissecting microscopes, compound microscopes, a microscope especially adapted for photography and projection work, a good microtome, injecting instruments, dissecting instruments, mounting media and stains, a turn table, camera lucida, micrometer, prepared slides, insect cage, drying ovens, and glassware. There are two skeletons for work in anatomy and physiology.

Opening into the general laboratory is a smaller room in which is kept the preserved dissection material, a set of biological chemicals, the growing plants, aquaria, etc. This room is also equipped with tables for regular student use.

Chemical Laboratory. The chemical laboratory has desk room for thirty-two students; each desk is provided with gutter, running water, and gas. There are hoods for work with obnoxious gases, also a blackboard, and ample shelf room for re-agent bottles. The apparatus includes a Sartorious analytical balance, water still, Kipp gas generator, blast lamp, water baths, and such other apparatus as is usually found in a chemical laboratory. An individual set of necessary apparatus is furnished each student.

Physical Laboratories. The general laboratory is a commodious room in the south west part of the building. Especially adapted tables are provided, and a heavy stone shelf projecting from the brick wall runs along two sides of the room making suitable support for delicate instruments.

Adjoining the physical laboratory is the optical laboratory. This can be easily darkened for spectroscopic and photometric work. Within this larger room is a small dark room provided with a sink for photographic work.

The equipment is suitable for general work in physical measurements and some advanced work in light and electricity. Among the pieces of apparatus are: air pumps, dissectible dynamos, Toepler-Holtz machine, numerous electrical measuring instruments, induction coils, wireless telegraph outfit, spectrometer with both prism and grating, photometer, and the usual equipment of such instruments as: reading scales, vernier calipers, a spherometer, optical lever, etc.

TWINING MUSEUM

The Twining Museum was named in honor of Dr. Nathan C. Twining, formerly a professor in Aurora College and director of the museum. Dr. Twining had a special interest in geology, and during his extensive travels had Aurora College always in remembrance; so it was largely through his efforts that a fine collection of shells, fossils, minerals and curios has been accumulated. These specimens, many of which are of great value, have been partially classified and arranged.

The zoological material includes a good collection of mounted hawks and quite a number of other mounted specimens, mostly birds. A collection of insects has been started and is steadily growing. Special mention should also be made of the ethnological collection secured largely through Miss Ella Jones, a former student, now a missionary in India.

Large rooms on the upper floor of Eckhart Hall have been reserved for the display of our museum, and the work of arranging and classifying is in progress. In the meantime it is requested that the many friends who have so kindly aided in the past, and others, continue to add to the collections.

It will aid very much in the arrangement and classification of specimens to have the senders describe the articles sent. Always give the name of the donor, the place where the specimen was secured, and the time when it was obtained.

BOARDING

The college has a commodious dining room and well equipped kitchen. Board will be furnished at the lowest price permitted by the cost of food and other supplies. Private boarding places may be secured; but this should be done only with the consent and advice of the management of the college.

ROOMS

All students are expected to room in the college dormitories or in places approved by the college faculty. Students whose homes are in the city or who wish to room with relatives or friends of their family, are excepted from the above requirements.

Furnished rooms in private families can be had in the vicinity of the college if desired. Students rooming outside of the college dormitories are subject to the same rules as those rooming in the dormitories.

Changes in rooming or boarding places may be made only with the consent of the faculty.

DORMITORY REGULATIONS

Wilkinson Hall is under the management of a competent matron, who acts as a mother and friend to the young men, and who is charged with the enforcement of the regulations that govern the conduct of the students of the hall. The regulations have been approved by the faculty of the college, and the committee must also be approved by the faculty. Great care is exercised in regard to the persons who are allowed to become occupants of the hall. And if any person is unwilling to conform to the regulations of the hall such a person is not allowed to remain in the dormitory.

Davis Hall is under the supervision of the Dean of Women, who is also the Dean of the Hall. Every effort is made to make the hall homelike and to safeguard the welfare of the young ladies occupying it.

COLLEGE EXPENSES

The academic year consists of thirty-six weeks, divided into two semesters of eighteen weeks each.

Registration Fee, per semester $1.00
Tuition, College, per semester $37.50
Tuition, Academy, per semester $32.50
Tuition, School of Theology ..... Free
Students' Finance Association Fee, per semester $5.00

For late registration a fee of twenty-five cents per day is charged. The maximum registration fee is $2.00.

Only those students who have paid tuition and all other dues, or who have made satisfactory arrangements with the college treasurer for so doing, will be admitted to classes.

No tuition will be refunded for less than one-half a semester, and then only when reasons for leaving the institution are adjudged satisfactory by the president.

SEMESTER LABORATORY FEES

Chemistry
- Academy $4.00
- College $5.00

Physics $3.00
Zoology $2.50
Physiology $2.50
Botany $2.50

ROOMS AND BOARD

The College has two dormitories, Wilkinson Hall for men and Davis Hall for women. The rent of rooms in these halls ranges from $1.00 to $2.00 per week. Rooms may also be obtained outside of the College dormitories in such places as are approved of by the faculty.

The College has a commodious dining room and well equipped kitchen. During 1920-1921 board will be furnished at $4.50 per week. Private boarding places may be secured; but this should be done only with the consent of the faculty.

ESTIMATED EXPENSES PER SEMESTER

	Maximum	Minimum
Enrollment, Tuition, Fees, etc	$50.00	$43.50
Board	81.00	81.00
Room Rent	36.00	18.00
Books and Stationery	15.00	10.00
Miscellaneous	25.00	10.00
	$207.00	$162.00

BOOKS

Text and reference books for all departments, as well as a complete line of stationery may be purchased at the college book store.

COLLEGE SOCIETIES

There are several societies connected with Aurora College and each is organized with a constitution and rules of order for its special government. Students who enter these societies profit much in qualifying for the work of life. It affords opportunity for original and personal work in a world outside the instructor's care.

LITERARY SOCIETY

In this society programs of a literary and musical character are prepared and given by the students. The topics presented in these programs are of either current or educational interest, but it is endeavored to make every program entertaining as well as instructive.

MEN'S DEBATING CLUB

This club is open for membership to all young men of the institution. Current and interesting questions are discussed and drills in parliamentary usages conducted in such a manner as to prepare the student for the sterner contests of later life. Meetings are held regularly every week.

WOMEN'S DEBATING CLUB

The women are organized under the name of Adelphiae Rhaetorias. The regular meetings are held every week. Only questions of vital interest are discussed in this club. Regular parliamentary drills are carried on according to the best rules. The object of this club is to encourage the student in presenting before an audience in a clear, forceful, and logical manner the interesting discussions of every-day public life.

ACADEMY DEBATING CLUB

All students registered in the Academy are eligible to membership in this society. Meetings are held every two weeks in which debates and literary programs are presented. The busi-

ness sessions are conducted in such a manner as to offer excellent drill in parliamentary practice.

COLLEGE PROHIBITION LEAGUE

This is a society under the supervision of the National Intercollegiate Prohibition Association. The society is not political in any sense, but only educational, having no party significance. Each year local, state, and interstate contests are held, at which prizes in oratory are offered; members of the local society are eligible to try in these contests.

COLLEGE CHORAL CLUB

This society is conducted by a director from the music department. All who can read music easily and whose voices are true are eligible for membership. A small tuition fee is charged. Each year the Choral Club gives a number of concerts, which are duly announced.

ATHLETICS

The aim of Aurora College is to send out men systematically developed, and the college is exerting every effort to provide the best opportunities to produce sane, healthful and enjoyable physical exercise.

The college has a gymnasium equipped with modern apparatus,—parallel and horizontal bars, rings, dumb-bells, indian clubs, mats, weights, horse, etc. It is also equipped for indoor tennis, indoor baseball, volleyball and basketball.

The principal intercollegiate games are football, basketball, baseball and tennis. The aim of the Athletic Association is to encourage fair play at all times and under all conditions.

PHYSICAL CULTURE FOR MEN

All physical training is based on a physical examination at the beginning of each semester. All examinations must be made at an appointed time. If made at any other time a special fee

will be charged. The aim of physical training is not primarily to develop professional athletes, but rather to maintain a normal development of the physical organs which shall be conducive to more efficient mental effort. The importance of right habits of exercise, diet, dress, bathing, rest and recreation is emphasized.

Students having organic heart trouble or any other weakness which would make it dangerous for them to indulge in vigorous exercise are prevented from taking part in heavy gymnastics. All members of the inter-collegiate teams are subject to constant supervision, and must be in good standing; first in their classes, secondly in the Athletic Association.

Two hours per week for two years in the gymnasium are required of all students who are not excused for some valid reason.

Students are required to provide themselves with a gymnasium suit, and for the sake of uniformity, it is recommended that this be obtained through the college.

PHYSICAL CULTURE FOR WOMEN

The young women meet in the gymnasium two times each week.

The training is based upon the Swedish and German systems of free movement and light gymnastics and includes breathing exercises, flexing exercises to overcome stiffness, exercises to develop muscular control, the use of indian clubs and dumb-bells and considerable emphasis is put on basketball as an all-around exercise for women.

A gymnasium costume consisting of full bloomers and middy-blouse is required for each student. In order that our classes may present a uniform appearance it is preferred that the costumes be procured at the college.

RELIGIOUS EXERCISES

CHAPEL SERVICE

Daily from 9:30 to 10 o'clock, the faculty and students assemble for religious service. The exercises combine true devotion

with instruction along lines of especial interest and help to students.

All students are required to attend these services.

PRAYER-MEETINGS

With the exception of Wednesday, Saturday and Sunday evenings, daily prayermeetings are held by the students. These meetings have proved very helpful to their religious life. The attendance is voluntary. Students are urged to join with the church in the regular Wednesday evening prayer-meetings and in the Sunday services.

ADMISSION

The College is open to students of both sexes on equal terms, without regard to nationality or religious faith.

Candidates for admission to the college in any of its departments, must furnish testimonials of good moral character. If from other institutions a certificate of honorable dismissal must also be presented.

Students will be admitted to the freshman classes of the college by credentials from accredited schools or by examination. In either case full standing will be given only after ability to pursue a college course has been demonstrated by satisfactory work. The work of students who enter by credentials must be equivalent to a four year's high school course.

CREDITS FOR ADMISSION TO COLLEGE

A unit is the amount of work usually accomplished in a subject in a high school by one daily recitation of forty-five minutes during one school year. The minimum number of units upon which a student will be admitted to a regular college course is fifteen. These are fixed as follows:

Foreign Language	2 units
English	3 units
Mathematics	2 units
History	1 unit
Science	1 unit

And six units from the following:

Agriculture (1), Astronomy (½), Algebra (1½), Bookkeeping (1), Botany (1) ,Business Law (½), Chemistry (1), Civics (½), Commercial Geography (½), Domestic Science (1), Free Hand Drawing (½), Mechanical Drawing (½), Economics (½), English (1), French (3), Geology (½), Geometry (1½), German (4), Greek (3), History (3), Latin (4), Manual Training (1), Music (1), Physics (1), Physical Geography (1), Physiology (1), Spanish (2), Shorthand and Typewriting (2), Trigonometry (1), Zoology (1).

Blanks for the convenience of those wishing to apply for admission credits will be furnished on application. As far as possible, all matters pertaining to admission and to admission credits should be attended to by correspondence before coming to the college. This will save time and insure proper classification.

ADVANCEMENT, GRADUATION AND DEGREES

The students' work at Aurora College is estimated in terms of hours and grade-points. An hour in this connection means class work taken one hour each week for a semester, or its equivalent. A grade-point is the measure of the quality of the work done.

No student will be advanced to a higher class with a deficiency of more than six hours, and no student, except by special permission from the Dean, will be advanced to a higher class who has not secured at least fifteen grade-points in the year from which he wishes to be advanced.

Grade-points are estimated as follows: a standing of A secures one grade-point for every semester-hour completed; B, three-fourths of a grade-point; C, one-half of a grade-point; A standing of D gives no grade-point; E indicates a failure with the privilege of re-examination and F, without such privilege. B plus, and C plus, represent respectively seven-eights, and five-eights of a grade-point for each semester-hour. It will be seen that an average standing of C is necessary to procure for the student the grade-points required for graduation, on the basis of 125 hours.

For graduation with a Bachelor's degree a minimum of sixty grade-points will be required and at least 125 semester hours exclusive of work done in physical training and in the Literary and Debating Societies.

REQUIREMENTS FOR GRADUATION

I. Freshman Requirements
- English 1 and 2 ..... 6 hours
- College Algebra ..... 4 hours
- Trigonometry ..... 4 hours
- Biblical Literature ..... 2 hours

II. English (in addition to Eng. 1 and 2) ..... 3 hours

III. Foreign Language
- For students presenting 2 units of entrance credits ..... 16 hours
- For students presenting 3 or more units of entrance credits ..... 12 hours

IV. History or Political and Social Sciences ..... 8 hours

V. Laboratory Science ..... 8 hours

VI. Education, Philosophy or Psychology ..... 6 hours

VII. MAJOR SUBJECT

Each student, in consultation with his adviser, should select some subject as his major, not later than the beginning of his sophomore year. A major consists of courses amounting to 24 hours chosen from one of the regular departments of instruction. Not more than 40 hours in any one subject may be counted for graduation.

DEGREES

I. The degree of Bachelor of Arts is conferred on those who have majored in literature and arts.

II. The degree of Bachelor of Science is conferred on those who have majored in science.

GENERAL REGULATIONS

1. No credit will be given for a subject in which the required work is not completed six weeks after the beginning of the following semester.

2. No course may be dropped without the consent of the proper faculty adviser.

3. In any semester a student must pass fifty per cent of the hours for which he is enrolled in order that he may be permitted to enroll for the following semester.

4. No credit will be given for less than the required amount of work in any course.

5. No credit will be given in foreign language towards graduation for less than one year's work, except in continuation of one year or more of the same language taken in college.

6. If in any semester the number of unexcused absences marked against a student in any course equals the number of semester hours of credit given for that course he will be deprived of all credit for the course and dropped from the class.

7. If in any semester a student is absent from more than one-sixth of the total number of exercises of a course he will be deprived of all credit for that course, unless, in the opinion of the committee on credits the scholarship of such student is of sufficiently high character as to justify an exception in his case.

8. Any appeal from the penalties incurred under these rules shall be made in person or in writing to the Standing Faculty Committee on Credits. In applying these regulations it is assumed that there are eighteen full weeks in every semester.

REGISTRATION

Students will find it to their advantage to be present and to complete their registration on regular registration days. The average student should register for fifteen or sixteen hours per week. But in special cases a student may be permitted to carry eighteen hours per week. There will be an extra charge for all work over sixteen hours per week. No regular student will be permitted to take less than twelve hours per week.

Each student is required to pay a registration fee at the opening of the semester. Twenty-five cents per day will be added to the regular fee for late registration, the total fee not to exceed two dollars.

TIME TO ENTER

The majority of the subjects composing the college courses are carried as either one or two semester studies. To take up a two semester (a full year) study, or a study that is carried only during the first semester, students should enter at the beginning of the year in September. To take up subjects that are designated as second semester studies, students should enter not later than the opening of the second semester.

Departments of Instruction

BIBLICAL LITERATURE AND RELIGIOUS EDUCATION

President Jenks and Professor Woodward

1. **The Life of Christ.**—The Gospels are studied with the purpose of enabling the student to form a clear and comprehensive picture of the Wonderful Life. The mystery of the personality of the Christ and the development and expression of his self consciousness are carefully studied. One semester. 3 hours.

2. **The Apostolic Church.**—The beginnings at Jerusalem, the gradual expansion, and the great missionary movements recorded in the Book of Acts and witnessed in the Epistles are studied. Attention is given to the message, the methods, and the progressive development of organization of the early church. One semester. 3 hours.

3. **Old Testament History.**—The course covers the history of the Hebrew people to the Christian era. The aim is to acquire a knowledge of the leading events in the life of the Hebrew nation. One semester. 3 hours.

4. **Apologetics.**—A study of the external and internal evidences of the supernatural origin of Christianity. One semester. 3 hours.

5. **Comparative Religion.**—A study of the leading religions of the world, with special attention to their origin, development and characteristics. One semester. 4 hours.

6. **The Poetry and Wisdom Literature of the Bible.**—One semester. 4 hours.

ENGLISH

Professor Lesuer

1. **Rhetoric.**—A study of the principles of style, the writing of themes on topics of general interest, class-room criticism and instruction. First semester; 3 hours.

2. **Rhetoric.**—A study of types of literary invention, analysis of selections from standard literature, and original works in Description, Narration, Essay and Oratory. Second semester; 3 hours.

3. **History of English Literature.**—A chronological survey of the development of English Literature from the earliest times to the rise of Romanism. Reading of selections typical of each period. First semester; 3 hours.

6. **American Literature.**—A rapid survey of the Colonial and Revolutionary periods and a more detailed study of the principal American writer of the nineteenth century. Second semester, 3 hours.

7. **Shakespeare.**—The technique of the drama and intensive study of a tragedy, a comedy and an historical play of Shakespeare, with assigned readings. First semester; 3 hours.

10. **Shakespeare.**—Study and analysis of five additional plays with assigned readings. Second semester; 3 hours.

11. **The Drama.**—History of the development of the drama with special readings from Aeschylus, Euripides, Racine, Moliere and Sheridan. First semester; 3 hours.

14. **Argumentation and Debating.**—A course to train in habits of accurate thinking, the gathering of material for arguments, the constructing of briefs, and the presentation in formal debating. Each student is required to take part in a College debate. Second semester, 2 hours.

15. **The Short Story.**—A study and application of the principles of construction; examples from Poe, Hawthorne, Stevenson, Kipling and Maupaussant are studied; original work is required of each student. First semester; 3 hours.

18. **The Novel.**—The history and technique of the novel with special readings in Bunyan, Jane Austen, Dickens, Scott and George Eliot. Second semester; 3 hours.

19. **Advanced Composition.**—A course designed for advanced students who desire further practice in writing with a view to publication. First semester; 2 hours.

22. **Advanced Composition.**—A study and application of the principles of journalism. Second semester; 2 hours.

23. **The English Romantic Movement.**—Wordsworth, Coleridge, Byron and Shelley. First semester; 3 hours.

26. **The Victorian Era.**—Keats, Arnold, Browning, Tennyson and Swinburne. Second semester; 3 hours.

LATIN

Professor ————————

1. Cicero: Orations.—The four orations against Catiline. Composition one hour per week. Pre-requisite, 2 credits in preparatory Latin.

2. **Virgil: Aeneid.**—The first six books will be read rapidly. Attention will be paid to mythology and scansion. 5 hours.

3. **Livy.**—Selections from the first decade or from books XXI and XXII. The aim of this course is to develop the ability to read Latin prose. For this and the following courses the pre-requisite is course 2 or 4 credits in preparatory Latin. 4 hours.

6. **Terence and Horace.**—The time is divided equally between the reading of two plays from Terence and the study of selections from the odes of Horace. 4 hours.

7. **Reading Course.**—Selections from Phaedrus, Aulus Gellius and the letters of Pliny. 3 hours.

10. **Roman Poets.**—Reading of selections from Catullus, Lucretius, Tibullus, Propertius, Ovid and Lucan. 3 hours.

GREEK

Professor ————————

1. **First Semester Greek.**—Elements of the language sufficient to begin the reading of the Anabasis. 5 hours.

2. **Second Semester Greek.**—Reading of book I of the Anabasis, with constant review of forms and syntax. 4 hours.

3. **Xenophon: Anabasis.**—Books II, 111 and IV will be read. 4 hours.

6. **Greek Tragedy.**—Two plays will be read from the works of three dramatists: Aeschylus, Sophocles and Euripides. This course offers not only a study of the Greek tragedy but also a general introduction to the history of the drama. 4 hours.

8, 9. **Greek Prose Composition.**—Exercises based on the Anabasis. This course may be taken one or two semesters and may be begun either with course 2 or 3. 1 or 2 hours.

10. **Plato.**—Reading and interpretation of the Apology and the Crito, with selections from the Phaedo and from Xenophon's Memorabilia. 4 hours.

5. **Homer: Iliad.**—Five or more books are read with special attention to the Homeric dialect as distinguished from Attic Greek. The mythology and scansion of the poem are also considered. 4 hours.

12. **Demosthenes: De Corona.**—This most brilliant masterpiece of ancient oratory will be studied with special reference to literary style. 4 hours.

FRENCH

Professor Richardson

1. **Elementary French.**—Stress is laid on accurate pronunciation by means of drill in practical phonetics. The essentials of grammar, daily oral work, exercises in translation, dictation and composition. Fraser and Squair's French Grammar and Bierman and Frank's Conversational French Reader are used. One semester; 4 hours.

2. **Elementary French (continued.)**—Much oral work, increased practice in conversation. Fraser and Squair's French Grammar continued, Bierman and Frank's Conversational French Reader completed, followed by Guerlac's Standard French Authors. One Semester; 4 hours.

3, 4. **Second Year French.**—Modern Short Stories and Dramas Review and completion of Fraser and Squair's French Grammar, readings in New Testament. Frequent practice in accurate pronunciation, dictation and composition. Two Semesters; 8 hours.

5. **Contemporary French Readings.**—A rapid reading course. Constant practice in conversation, dictation and composition. One semester; 4 hours.

7. **Seventeenth Century Drama.**—Representative plays from Corneille, Racine and Moliere. Essays in French. Conversation. One semester; 4 hours.

10. **French Literature.**—Survey of French Literature from the time of the Celts to the twentieth century. Duval's History of French Literature. One semester; 4 hours.

SPANISH

1. **Elementary Spanish.**—Stress is laid on accurate pronunciation by means of drill in practical phonetics. Elements

of grammar, written and oral exercises, dictation, translation and composition. Text books: Ingraham-Edgren's Spanish Grammar and De Vitis' Spanish Reader. One semester; 4 hours.

2. **Elementary Spanish** (continued).—Continued study of grammar; reading, conversation, dictation. Spanish poems for repetition. Ingraham-Edgren's Spanish Grammar and De Vitis' Spanish Reader completed, followed by the use of Becquer's "Legends, Tales and Poems." One semester; 4 hours.

3, 4. **Advanced Spanish.**—Advanced grammar, conversation and readings; composition and dictation. Selections from Caldos, Valdes and Valera. Prerequisites, Spanish I and II. One semester; 4 hours.

5. **Commercial Spanish.**—Drill in practical and business vocabulary. Harrison's "Spanish Commercial Reader" and Bonilla's "Spanish Daily Life." Prerequisites, Spanish I and II. One semester; 4 hours.

8. **Commercial Correspondence.**—Letterwriting, commercial and scientific readings. Prerequisites, Spanish I, II, and III. One semester; 4 hours.

GERMAN

Professor Richardson

1. **First Semester German.**—Grammar and easy readings with practice in speaking and writing German. One semester; 4 hours.

2. **Second Semester German.**—Easy texts. Work in continuation of Course 1. Prerequisite, course 1, or one year of high school German. One semester; 4 hours.

3. **Third Semester German.**—Drill work in grammar, composition and oral practice based upon texts of moderate difficulty. Prerequisite, Course 2, or two years of high school German. One semester; 4 hours.

4. **Fourth Semester German.**—Continuation of course 3. Prerequisite, course 3, or three years of high school German. One semester; 4 hours.

13. **Modern German Prose.**—Historical and scientific texts. Designed especially for students majoring in other departments who wish to train themselves to read works in German in their particular fields. One semester; 4 or 5 hours.

12. **Phonetics.**—A general study of phonetics dealing with the formation and classification of speech-sounds, methods of representing them, comparative phonology of English, French and German, thorough practice in phonetic transcriptions. With modern methods of teaching foreign languages a practical knowledge of phonetics is absolutely essential to all who are preparing to teach modern languages. One semester; 1 hour.

HISTORY

Professor Dewing

1, 2. **History of the British Empire.**—This course is intended especially for students in the freshman and sophomore classes, and is well adapted to aid students of English literature.

Such are the relations of the British Empire to the powers of Continental Europe and the world at large, as to render a review of the history of other nations necessary. By this method the student discovers the forces which have produced and the principles which underlie the great fabric of international development that now are transforming the political relations of the globe. Two semesters; 8 hours.

3, 4. **European History.**—This course is designed to meet the requirements of junior and senior classes desiring advanced work in modern history. Commencing with a survey at the time of the fall of the Roman power in the West, the historic lines are traced to the opening of the twentieth century (1915). The origin of modern nations is sought, and the development of the social, economic, and political forces which characterize the governments of the several states is traced. Two semesters; 8 hours.

5, 6. **Roman History.**—This course reviews the history of Rome from the foundation of the city to the close of the empire in the West (A. D. 476). It is designed for students in the Junior or Senior years of college. Some previous knowledge of Ancient History is necessary to secure the best results to the student. Good text books are used, and considerable library work is required. Two semesters; 8 hours.

7 ,8. **Church History.**—See "School of Theology," IV. Two semesters; 8 hours.

9, 10. **American History and Government.**—This course is designed for freshmen and sophomores. Commencing with the earlier causes of American settlement it seeks to discover the beginnings of the forms and principles that lie at the foundation of the history and the government of the United States. From these beginnings the development of the political institutions is traced, and the causes which determine the form and spirit of our political and social economy brought from the facts of history to the attention of the student. The purpose is to place the student in a position where the peculiar forces which have produced and moulded the national unity and sovereignty of the nation may be sufficiently understood to give intelligent direction to the activities which devolve upon every American citizen. Only the best text books are used. A considerable amount of library work is also required. Two semesters; 8 hours.

English History alternates with American History and Government, and European History alternates with the History of Rome. Church History is given once in two years. Each year the courses will be determined for the student at the time of his registration.

THE SOCIAL SCIENCES

Professor Dewing

1. **The Principles of Economics.**—This course deals with the general principles of economic science as they exist in present day conditions, and the outlines of some of the more common problems being solved in business and national enterprises. One semester; 4 hours.

4. **Modern Economic Problems.**—This course is designed to follow course 1, and deals with current economic problems more definitely and concretely than the preceding study. Problems of taxation, commerce and finance are dealt with from a practical point of view. One semester; 4 hours.

5. **Economic History.**—A history of the development of economic thought in the western world, studied from a critical point of view. This course deals with the relations of economic to social and political situations at various points of national history, and should follow Economics 1. One semester; 4 hours.

7. **Sociology.**—This course, offered in the Sophomore year, embraces the study of the nature and laws of human society and deals with the principal forms of social organization; with the thoughts, sympathies, purposes, and causes which make society possible; with the benefits that society confers, and with the forces and activities that make the individual a potent member of society. It seeks to discover the foundations of the social structure and the practical values which enter into the local, state, and national institutions. Illustrations are drawn from history and observation. Prerequisite to this study is a college course in psychology. One semester; 4 hours.

INTERNATIONAL LAW AND GOVERNMENT

1. **International Law.**—Students who register for this study should have passed a thorough course in general history and also at least one year in the high school work in United States history. The earlier history of international relations is carefully reviewed. States, their essential elements, rights and powers, are studied. The development of the present method of treaty relations, conventions, and the international peace congresses are traced. Citizenship and the rights of individuals in international law are considered. Good works of reference are consulted and students are required to work out problems of international privilege, and furnish a final thesis upon some acceptable question of international law. One semester; 4 hours.

3. **Constitutional History.**—A study of the sources and development of the Constitution of the United States: (1) to the adoption of the Articles of Confederation by the colonies; (2) the period from the time of the Revolutionary War to the adoption of the Constitution of the United States; (3) from the first congress to the close of the civil war and the reconstruction; (4) from the reconstruction to the present time. Reference work and lectures form an important part of the course. One semester; 3 hours.

5. **Constitutional Law.**—This course is designed to follow the course in Constitutional History. The legal phase of the constitution is studied and the influences of statutory law and court decisions are considered. Text books and works of reference are used. One semester; 2 hours.

BIOLOGY

1, 2. **Botany.**—This course comprises (1) Plant Physiology, (2) Morphology and Life History of Representative Plants, (3) Plant Members in Relation to Environment, (4) Vegetation in Relation to Environment, and (5) Representative Families of Angiosperms. Much microscopic work is required in this course. Three recitation periods and one laboratory period. Two semesters; 8 hours.

3. **Invertebrate Zoology.**—An introductory course in Zoology, open to all students. Only a few animals belonging to the more important phyla are considered. These are, however, studied intensively in order to teach thoroughly the fundamental principles involved. Physiology and behavior are emphasized along with morphology. Three recitations and one laboratory period. 4 hours.

6. **Vertebrate Zoology.**—Will be given only when desired by a sufficient number of students to justify forming a class. A course designed for those students who have completed course 3 and who desire to continue the subject of Zoology. A number of representative vertebrates will be studied, largely from the standpoint of morphology. In the laboratory special attention will be given to the dissection of the frog and the cat. Three recitations and one laboratory period. 4 hours.

7, 8. **Human Physiology.**—This course embraces a thorough study of the structure and functions of the human body, and the more important problems of hygiene and sanitation. Martin's "Human Body," Advanced Course, is used as a basis for the work. Considerable reference work is done. In the laboratory special attention is given to the histology of the tissues and each student prepares a set of permanent slides. The anatomy of the mamalian brain is also given special study, and the work includes such other studies as the eye, heart, kidney, liver, respiratory system, digestive system, etc. Two semesters; 8 hours.

8. **Human Physiology.**—A briefer course than 7, 8 and intended for students who have taken course 3 during the first semester. This course is similar in plan to 7, 8 but fewer topics are considered and in the laboratory less attention is given to histology. Not given in same years as 7, 8. 5 hours.

CHEMISTRY

1, 2. **General Chemistry.**—A course designed for college students. A study of the metallic and non-metallic elements, their history, occurrence, preparation and properties, and their chief compounds. Attention is given to fundamental facts, laws, and theories. Laboratory work furnishes practical illustrations of the subjects studied in the class room. Five hours a week: two hours laboratory, three hours recitation. May be taken as a five hour course by students doing two hours per week more laboratory work. Two semesters; 8 hours.

3, 4. **Qualitative Analysis.**—Chemistry 1, 2 is desired for a prerequisite to this course though by special permission students from academy chemistry may be admitted. The course consists of a thorough study in the separation and identification of the common cations and anions. Special attention is given to the theory of solutions, ionization, etc., and to applications of the chemical equation. Stieglitz' text and manual are used for most of the work. During the second semester the course consists largely of laboratory work and students must have eight hours per week at their disposal. Two semesters; 8 hours.

5, 6. **Quantitative Analysis.**—Open only to those who have completed or are taking Chemistry 3, 4. This course consists of a carefully selected series of quantitative determinations designed to give the student a wide range of typical methods of quantitative manipulations, both gravimetric and volumetric. Laboratory work forms the larger part of the work; this is supplemented with lectures, recitations, and problems. Two semesters; 6 hours.

PHYSICS

Professor Smith

1, 2. **General Physics.**—Open to students who have completed academy physics or its equivalent and have completed or are registered for first year college mathematics. A general study of the fundamentals of Mechanics, Heat, Electricity, Sound, and Light. The course is based on a standard text, supplemented by experimental lectures. Laboratory work consists of exact measurements of lengths, masses, specific heats, indices of refraction, electrical resistance, etc. Students who so desire may

arrange to take this course for 8 hours' credit by doing less laboratory work. Two semesters; 10 hours.

3. **Electricity and Magnetism.**—Prerequisites, Physics 1, 2. An advanced study of the principles of electricity and magnetism, providing a basis for understanding modern electrical machinery and measurements. Laboratory work supplements the text and includes various methods of measuring electromotive force, resistance, current, quantity, and capacity, determination of constants of instruments, etc. Of value to students who expect to continue work in physics or take up engineering. 3 hours.

6. **Light.**—Prerequisites, Physics 1, 2. Recitation and laboratory work. The following topics will be taken up, the wave theory, propagation and production of light, the spectrum, absorption, dispersion, interference, diffraction, polarization, and a study of the colors of crystalline plates. 4 hours.

7. **Advanced General Laboratory.**—Prerequisites, Physics 1, 2. For students who major in physics or have a special interest in the subject. Experiments are of a general nature but longer and more advanced than those of Physics 1, 2. May be taken as a 1 or 2-hour course by previous arrangement. A 3-hour laboratory period will be required for each hour of credit. Either semester; 3 hours.

Note: Courses 3 and 6 are offered only when desired by five or more students or as special occasion may require.

MATHEMATICS

1. **College Algebra.**—First semester of the Freshman year. The work begins with a review in Quadratics and includes a thorough study of Inequalities, Binomial Theorem, Permutations and Combinations, Determinants, Theory of Equations, etc. One semester; 5 hours.

2. **Trigonometry.**—The second semester of the Freshman year. Functions of the acute angle, the right triangle, and oblique triangle, the spherical triangle, are taken up until the student is thoroughly familiar with them. This course is prerequisite for all subsequent courses in Mathematics. One semester; 4 hours.

3. **Analytic Geometry.**—This course is arranged for the first semester of the Sophomore year. It includes the study of the Point, Straight Lines, Circles, Loci, Parabola, etc. One semester; 4 hours.

4. **Advanced Analytic Geometry.**—This course will be given during the second semester of the Sophomore year. About half of the course will be devoted to Conic Sections and the remainder to Solid Analytics. Second semester; 3 hours.

6. **History of Mathematics.**—The aim here is to trace the ideas which from age to age have dominated mathematical thinking and teaching and have given direction and impetus to reformative and progressive movements in mathematical education. The course, carried on principally by the lecture method, deals with those subjects and persons that have had most to do with the evolution of the subject-matter of existing mathematical knowledge. One semester; 2 hours.

7, 8. **Calculus.**—Differential, includes Differentiation, Applications of the Derivative, Maxima and Minima, Indeterminate Forms, other applications. Integral, includes integration of standard forms, integration by other means, the Definite Integral, applications. Two semesters; 6 hours.

ASTRONOMY

1. **General Astronomy.**—Prerequisites, Plane and Spherical Trigonometry, and a knowledge of Conic Sections. A general course covering one semester, dealing with Descriptive, Spherical, Practical and Theoretical Astronomy. The study includes instruments and their uses; corrections for parallax, refraction, and aberration; the earth and its motions; methods of determining longitude, latitude, and time; a study of the planets, etc. Practical problems form a large part of the work. The student is also required to locate the principal stars and constellations. One semester; 4 hours.

PHILOSOPHY

Professor Weber

1. **Psychology.**—This is a course in General Psychology, dealing with the elementary processes of mental life, and the

various phases of behavior and conscious experience. Warren's "Human Psychology" is made the basis of the course, and is supplemented with lectures, experimental demonstrations, and readings in James, Angell, Hunter and others. 4 hours.

4. **Logic.**—An elementary course dealing with the functions, processes and laws of thought. It includes a brief critical study of traditional logic, but gives most attention to the principles and methods of induction and deduction as developed and employed in modern logic. 4 hours.

5. **Ethics.**—In this course a brief survey is made of the outstanding ethical systems of history, together with a critical study of the more modern theories. The psychological and religious aspects of ethics are emphasized especially. 4 hours.

8. **History of Philosophy.**—This course is a critical study of the history of philosophical thought, beginning with the ancient Greeks and coming down to the present. It is a study of fundamental problems, their origin, discussion, and progress toward solution. Roger's "A Student's History of Philosophy" is used as a text book, and readings are assigned in Plato, Aristotle, Locke, Berkeley, Hume, Descartes and others. 4 hours.

9. **Experimental Psychology.**—This course is planned to meet the requirements of individual and class experiments without laboratory facilities. An intensive study is made of problems usually taken up theoretically in general psychology. Seashores "Elementary Experiments in Psychology" is used as a text book and is supplemented by experiments from other manuals. 4 hours.

EDUCATION

Professor Weber

1. **Psychology of Education.**—A study of the principles of mental life and learning, with special reference to their application to the problems of education and the teaching process. 4 hours.

4. **History of Education.**—A survey of educational theories and systems in Greece, Rome, and mediaeval Europe, with a more detailed and critical study of education since the Renaissance. The peculiar contributions of the greatest modern educators are especially emphasized. 4 hours.

5. **Theory and Practice.**—This is a study of the actual work of the teacher in the schools and class-room. It includes a study of the principles and methods of grading pupils, organizing classes, and presenting lessons, etc. 3 hours.

8. **Administration.**—A study of the organization and administration of educational institutions in the United States. Cubberley's "Public School Administration" is used as a text-book. 3 hours.

9. **Philosophy of Education.**—This course takes up the fundamental facts underlying the need and aims of education, the fitness of education and educational methods as determined by fundamental quality of human nature as such. Hocking's "Human Nature and its Remaking" is made the basis of this work. 4 hours.

The School of Theology

FACULTY OF THE SCHOOL OF THEOLOGY

ORRIN ROE JENKS, A. B., B. D.
President of the College and Professor of Biblical Literature and Religious Education.

DAVID HANSON WOODWARD, D. D.
Professor of Biblical Literature and Religious Education.

GEORGE H. DEWING, Ph. D.
Professor of Church History.

The School of Theology

The founders of the college were interested more in the Biblical Department than in any other work of the institution. All the other departments are designed to contribute to the culture and efficiency of Christian workers, and especially those who are to fill the pulpits and conduct the work on the mission fields of the church. The aim of the departments is to provide such courses of study as will give to the students a thorough and comprehensive knowledge of the Bible, and also to acquaint them with the duties and requirements of the Christian pastor, evangelist, and missionary.

All persons taking the Biblical course are required to have preparation equivalent to a first-class high school course. When unable to present sufficient credits to pass this requirement, the student has the opportunity to make up the deficiency in the Academy.

Persons who desire to work for the degree of Bachelor of Divinity are required to complete a full course of study in the College of Arts and Sciences necessary to secure the degree of Bachelor of Arts or Bachelor of Science, or to present the equivalent of such work.

CONDITIONS OF ADMISSION

1. All classes are open to students of all denominations, to all young men and women who are studying for the Christian ministry, such as pastors, evangelists, missionaries, and Sunday-school teachers.

2. Those who are preparing to devote their lives to any branch of the Christian ministry are charged tuition at the regular rate required of other students. However, to those who have decided to devote their lives to Christian service a rebate will be granted sufficient to cover the cost of tuition, except what is required for registration fees and the student finance fee. This rebate is granted only in the School of Theology, except that it may be granted in other schools of the College by vote of the Board of Directors, or by a special committee appointed to pass on such cases.

3. Candidates for admission must present testimonials of good moral character. Every student upon entering this department is requested to fill out a blank provided for the purpose and also confer with the principal, or one of his associates, and give satisfactory evidence of his call to the ministry and of his purpose to pursue such work after leaving the school. Applicants should bring a letter of recommendation from their local churches or a license from their respective conferences.

THE BIBLE:—THE TEXT-BOOK

A thorough knowledge of the Bible is the imperative need of the church to-day. Hence the Bible, of all books, is made the text-book. The chief aim of the college is to teach the students to be workers not ashamed of their work, accurate, resourceful, and fearless in carrying the message of truth to the world. To become thoroughly acquainted with the English Bible is the high ideal of the gospel minister and teacher.

THE CLASSES

Since it requires three years to complete the Biblical course, the students are divided into three classes, namely: Juniors, Middlers, and Seniors. This division is adapted to the actual needs of students, and for those studying the Scriptures in the ancient languages is quite closely adhered to.

Many of the classes are open to irregular students. This offers an excellent opportunity to those who are preparing for Sundayschool work.

REQUIREMENTS FOR DIPLOMA

1. The candidate must have completed a four years' high school course or its equivalent.

2. The candidate must elect and complete, under the advice of the head of the department, ninety semester hours from the following list of subjects, of which group I will be required.

Group I.

Old Testament History and Interpretation	12 hours
New Testament History and Interpretation, including the Life of Christ	12 hours
Church History	8 hours
Public Speaking	3 hours
Theology	4 hours
Homiletics	4 hours
Pastoral Theology	2 hours
Hebrew, for those majoring in Old Testament	12 hours
Greek, for those majoring in New Testament	12 hours

Group II.

*Public Speaking	3 hours
*Church History	4 hours
*Hebrew	8 hours
*Greek	8 hours
*Theology	8 hours
History of Missions	6 hours
History of Preaching	4 hours
New Testament Parables	2 hours
*New Testament History and Interpretation	8 hours
*Old Testament History and Interpretation	8 hours
Old Testament Prophecy	6 hours

*In addition to the work specified in Group I.

Group III.

Ethics	4 hours
Psychology	4 hours
Psychology of Education	4 hours
History of Education	3 hours
Biblical Literature	4 hours
Philosophy	4 hours
Sociology	4 hours

For studies in Group III see description of courses in college.

REQUIREMENTS FOR DEGREE OF BACHELOR OF DIVINITY

1. The candidate must have had a full college course or its equivalent.

2. The candidate must have taken all the studies specified in Group I, and in addition to these must have completed at least forty-five hours selected from Groups II and III with the advice of the head of the department. Greek or Hebrew of Group I is to be included when majoring in Old Testament or New Testament respectively.

3. The candidate must have attained an average grade of C in all his class work including his thesis.

4. The candidate must present a thesis of not less than six thousand words on some Biblical theme. The subject of the thesis must be chosen with the approval of the faculty of the Biblical Department. Two neatly typewritten and bound copies of the thesis must be presented to the faculty and accepted before the degree can be granted.

DESCRIPTION OF COURSES

I. THE OLD TESTAMENT

1. **The Hebrew Language.** Hebrew is the language of the Old Testament. To be an accurate interpreter of this portion of the Bible, a knowledge of the language in which it was originally written is essential. The department has, therefore, provided a two years' course in Hebrew. The course is divided as follows:

a. **The Translation of Genesis I-VIII.**—This includes the mastery of the grammatical principles of the language, the acquisition of a vocabulary, and the translation of English into Hebrew. The text-books used are Harper's Introductory Hebrew Method and Manual. Two semesters. 8 hours.

b. **Historical Hebrew.**—The principal portions of the First and Second Books of Samuel are critically translated. The Hebrew grammar is reviewed, an effort is made to acquire a larger vocabulary and to begin the study of Syntax. One semester. 4 hours.

c. **Selections from the Psalms and Prophets.**—A number of the Psalms are read and portions of the prophetic books. One semester. 2 hours.

d. **The Book of Joshua.**—A critical translation, and a review of grammar with special reference to syntax. One semester. 2 hours.

2. **Old Testament History.**—The history of Israel is studied by periods. The student is made familiar with the leading events connected with the foundation, growth, decline and fall of the Hebrew nation. In the light of the historical events, especial attention is given to the work and messages of the prophets of Israel. No prophet is studied until a careful view has first been taken of the historical background. In this way the student is made familiar with safe and sound principles of interpretation.

The following courses are offered:

a. **The Founding of the Hebrew Nation.**—A study is made of the early narratives in Genesis, the call of Abraham, the life of the Patriarchs, the bondage in Egypt, the exodus, the conquest of Canaan, the dark ages in Israel and the establishment of the united monarchy. One semester. 4 hours.

b. **The Kingdoms of Israel and Judah.**—This course covers the period of the united monarchy, the revolt under Rehoboam, and then traces the history of the northern kingdom to the Assyrian captivity and that of the southern kingdom to the overthrow by Nebuchadnezzar. Account is taken of the rise of the order of the prophets, their work and their messages. One semester. 4 hours.

c. **The Babylonian Exile and the Restoration.**—A careful study is made of the decline and fall of the kingdom of Judah, the work of Jeremiah and Ezekiel, the return to the holy land, the reconstruction under Zerubbabel, the reform of Ezra and Nehemiah, and the messages of the prophets of this reconstructive period—Haggai, Zechariah, Joel and Malachi. One semester. 4 hours.

3. **Old Testament Theology.**—This includes a study of the names of God as revealing his nature; the doctrine of monolatry and monotheism; the covenant-relation between the God of Israel and his people; the theocratic state; God's relation to the world and to Israel in the past; God's relation to Israel in the future, and through Israel to the world at large; and God's relation to

the individual, for the present and for the future. Especial attention is given the teaching of the Old Testament as to the nature of man, his condition in death, and his future destiny. One semester. 2 hours.

4. **Old Testament Prophecy.**—A study is made in this course of the prophecies foreshadowing the coming of the Messiah, the rise and downfall of the great monarchies of Assyria, Egypt, Phœnecia, Babylon, Media, Persia, Greece and Rome, the resurrection of the dead, the day of the Lord, and the establishment of the kingdom of God. One semester. 3 hours.

5. **An Introduction to the Book of Daniel.**—The authorship, historicity, and various theories of interpretation are carefully studied. An earnest attempt is made to discover the teaching of the book as to the consummation of the age and the incoming of the kingdom of the Son of Man. One semester. 2 hours.

6. **Bible Covenants.**—The covenants of Noah, Abraham and Moses are studied historically and in the light of the teaching of the prophets and of the Master of teachers. These covenants are used to-day as the basis for such teaching as the restoration of the Jews to Palestine, the Seventh day Sabbath, and other theories. The course, therefore, calls for an investigation of such doctrines. One semester. 2 hours.

II. THE NEW TESTAMENT

1. **Language.**

a. New Testament Greek. Class work in translation, grammar and exegesis. Attention is given to forms and construction in grammar, for knowledge of grammatical structure is the foundation of accurate knowledge of the message contained in the New Testament. Portions of different books are translated, and in some instances either whole books, or sections large enough to give a comprehensive view of the author's style and theological viewpoint, will be studied. Four semesters. 16 hours.

b. Textual Criticism. In this the study of manuscripts, versions, and patristic quotations is taken up. The chief object is to show how the writings were produced and transmitted, and how a correct text is determined. Work equivalent to one semester hour is given.

2. **History.**

a. A survey of contemporary history from the days of the Maccabees to the reign of Trajan is made, in order to illustrate the political, economic, social, educational and religious environment of early Christianity. The student is aided to reconstruct a personal picture of the world of Jesus and Paul. One semester; 3 hours.

b. The Life of Christ. The gospels are studied with the purpose of enabling the student to form a clear and comprehensive picture of the Wonderful Life. The mystery of his personality and the development and expression of his self consciousness is carefully studied. One semester; 3 hours.

c. The Apostolic Church. The beginnings at Jerusalem, the gradual expansion, and the great missionary movements recorded in the Acts and witnessed to in the epistles are studied. Attention is given to the message, the methods, and the progressive development of organization of the early church. One semester; 3 hours.

3. **Introduction.**

Questions of authorship, date, and authenticity are studied. The purpose of the author, the circumstances under which he wrote, the readers he addressed, and the methods by which the writing has been transmitted to us are taken up. The aim is to show that the writings of the New Testament are trustworthy, and that they give true accounts of the matters which they relate. One semester; 2 hours.

4. **The Teachings of Jesus.**

The parables are studied, and the great addresses of Christ are taken up in outline. The student is directed to the mind of the Master as a source of authority. One semester hour is given.

5. **The Prophetic Element in The New Testament.**

The book of Revelation, the prophetic passages in the epistles, and the Master's discourse concerning the destruction of Jerusalem form the subject matter of this course. One semester hour is given.

III. CHRISTIAN THEOLOGY

Students entering classes in these studies should have completed the required work in both general and church history,

and not earlier than the second or third year of the theological course. The following subjects are considered:

1. **Theology of the New Testament.**—The Scriptures are made the text-book for this course. It embraces the following doctrines:

a. The Messiah in the Old and New Testaments.

b. The teachings of Jesus and about Jesus.

c. Man, the doctrines of sin, redemption, and the kingdom of God.

d. Doctrines concerning God the Father, the Son, and the Holy Spirit.

e. The Church, its institution, membership, and office in the divine economy.

f. Teaching concerning last things, final resurrection, judgment, and ultimate state of the redeemed. One semester. 2 hours.

2. **Outline of the Theology of the Christian Church.** This includes the following subjects:

a. God, his relation to the universe, relations to man as an intelligent and religious being, and his government and moral law as revealed in the Scriptures and the life of Jesus Christ.

b. Man as a responsible moral being, his nature, character and his relations both to his God and his fellowman.

c. Sin, its influence upon the human family, the provisions made to secure the atonement; and the regeneration and final redemption of sinful man through the grace of God and the intervention of His Son.

d. Jesus, as the Redeemer of mankind, his revelation of the Father in his works and teaching, his resurrection, mediatorial office and ultimate second personal appearance, and the establishment of his glorious universal kingdom on the earth.

e. A consideration of the office work of the Holy Spirit, the Trinity and related doctrines.

While the main line of discussion of these topics that is followed by recent writers on theology is kept in view, no text is used in this course as authority. The Bible is used for the final establishment of truth. One semester. 4 hours.

4. **Hermeneutics.**—An introduction to the principles of interpretation of the holy Scriptures. One semester. 2 hours.

5. **An Introduction to Christian Ethics.**—One semester. 2 hours.

6. **A Study of the Doctrine of Immortality.**—A survey is taken of the history of the theory of natural immortality, the rational and scriptural arguments used to support it, its logical fruit as seen in Spiritualism, Universalism, the dogma of eternal torment and such theories. Investigation is then made of the doctrine of conditional immortality which is based on the thesis that man is not immortal by nature but is a candidate for immortality and that the gift of everlasting life is secured through faith in Jesus Christ. One semester. 2 hours.

IV. CHURCH HISTORY

In order to secure the best results from this course of study it is necessary to have a good understanding of the outlines of Roman, mediæval and modern history.

The course in Church History is planned to help the student to a general outline of the subject, and is studied in five major periods as follows:

a. From the opening of the Christian era to Constantine, 313 A. D. During this portion of the history of the church the doctrinal discussions which finally resulted in the separation of the Eastern and Western churches were begun and carried forward. The influence of pagan philosophy on Christian thought was manifested, and the formation of authoritative creeds was begun.

b. From A. D. 313 to 590. At the close of this period we find a clearly marked development of the rising Papacy.

c. Increase of the Papal power in the west; Mohammedism makes its first conquests, 590 to 1294, A. D. In the East the lack of a strong government left the churches to the mercy of invaders. About the middle of this period Charlemagne established his authority in Western Europe, and the rulers of the church sought to join the political empire to the ecclesiastical power.

d. From 1294 to the peace of Westphalia, 1648 A. D. This includes the period of the re-wakening of Christian conscience, the development of those forces which entered into the great

Protestant revolution, and the beginning of the reaction in the Roman church. The relations between the Greek church and Protestant movement are given proper attention.

e. From 1648 A. D. to the present time. Especial attention is given to the influences which brought about the great divisions of the Christian world that prepared the way for the denominational movements of the eighteenth and nineteenth centuries. The rise of the missions, the development of American churches, and the effects produced upon religious thought by the liberal ideas in education and the new methods of publication are reviewed. Two semesters. 8 hours.

V. HOMILETICS

1. **The Preparation and Delivery of Sermons.**—The minister must first know his message and then know what is the most effective way to deliver that message. In this course, the chief purpose is to study the scientific principles which should guide the preacher in the preparation and delivery of sermons. The student is required to construct sermons and sermon plans. Sermons are preached by members of the class. These are criticised by the students, and by the instructor, both in public and in private. A standard text-book is used, supplemented by general reading and special lectures. One semester. 4 hours.

2. **The History of Preaching.**—A study of the beginning, development, and methods of Christian preaching. Special attention is given to the preaching of the first three Christian centuries, its culmination in the fourth century; the decline of preaching and its low estate in the sixth, seventh, and eighth centuries; the revival of preaching before and during the Reformation; and the wide extent and influence of preaching in modern times. The aim is to discover what are the best methods, and what is the best material for sermons, for the minister of God in these days. One semester. 4 hours.

VI. PASTORAL THEOLOGY

1. **The Pastor: His Office and Work.**—In this course a careful study is made of the church; the pastor; the call to the min-

istry; the call to the pastorate; the pastor in his study; the pastor as a preacher and leader of the worship; the pastor as friend; church organization; the Sunday school; the prayer meeting; pastoral visitation; the work of women; the young men and women; evangelistic and missionary work; enlisting the membership; and the care of the poor. The aim is to acquaint the student with the work of the pastor and the varied relations of his office as determined by modern conditions. One semester; 2 hours.

2. **Public Worship.**—The purpose and essentials of Christian worship. The pastor as the leader of public worship. A study is made of the various modes of worship in the historic churches. The student is taught the best forms for the conduct of public worship, for the administration of the ordinances, and for wedding and funeral services. One semester; 2 hours.

VII. CHRISTIAN SOCIOLOGY

A study of the educational, industrial, and religious problems of the family; the labor problem; problems of the rural community; the problem of the city, the depressed and defective classes; crime: its cause and cure; and philanthropy. The aim is to discover the right relation of the church to the social questions of the age. One semester; 2 hours.

VIII. SUNDAYSCHOOL ORGANIZATION AND METHODS

The purpose of this course is to train men and women for the responsible work of teaching in the Sunday school. The course includes the history of the Sunday School, the organization of the school, its officers and teachers, the grading, psychology, pedagogy, and such instruction in the Bible as will fit the teacher for effective service.

MINISTERIAL WORK

For the purpose of safeguarding both the Institution and welfare of the students, the following regulations are adopted by the Board of Directors.

Theological students adjudged competent will be assisted as far as possible in securing pastoral, evangelistic, or mission work; but all students wishing to engage in such work must do so with the advice and approval of the faculty.

In no case will students be expected to accept an invitation or to enter into agreement to serve a church or conference without the consent of the faculty.

TO THE PUBLIC

A cordial invitation to attend this school is hereby extended, not only to all who desire to fit themselves for evangelistic or pastoral work, but also to any who may wish more fully to qualify themselves for Sunday-school or mission work. Moreover, for the mutual benefit and satisfaction of both students and teachers, a special request is made to all so to arrange their affairs, if possible as to be present promptly at the opening and to remain until the close of the college year. Particularly is this needful if one intends to complete the prescribed theological course.

Those who can devote but one term to study will find that courses are being given which will be of great help in field work. A hearty welcome will be given to all worthy persons who wish to pursue studies even for a short time.

Pastors are urgently requested to pray for the school, and to solicit contributions for its support. Quite a proportion of students come to us whose previous school training has been very limited. It requires time and patience to develop and train those deficient in the elementary branches. No student is encouraged to remain in school longer than is deemed necessary for his proper preparation for the high calling of the ministry. We wish our students to go as soon as possible with the glad message of salvation; but it is injurious to our school, as well as detrimental to our churches, to send forth candidates who cannot make full proof of their ministry.

With hearts deeply grateful to Almighty God in thankful acknowledgment for the donations of friends, we herewith renew our appeal for help; especially as it is needful thus to do in carrying on the work of this department, inasmuch as the tuition is entirely free and the expense must be met by voluntary contributions.

The Academy

FACULTY OF THE ACADEMY

ORRIN ROE JENKS, A. B., B. D.
President of the College.

MIRIAM JENKS PERRY, A. B.
Instructor in Latin.

ESSIE BISHOP RICHARDSON, A. B.
Instructor in English and Mathematics.

CURTIS RANDOLPH SINGLETERRY
Student Assistant in Chemistry.

Academy

The Academy is housed in the same building as the College. The students have the same privileges in the library, laboratories, gymnasium and general exercises as those of the College, in so far as is appropriate to their work.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Academy must furnish satisfactory evidence of having completed the grammar grades before they can be registered as regular students. Where deficiencies are not too great, some provision will be made to assist students not meeting these requirements.

AMOUNT OF WORK

For full work, students are required to carry four studies, reciting in each five times per week.

Sixteen units are required for graduation. A unit is here defined to be a study pursued throughout the year with five recitations per week.

GENERAL REGULATIONS

1. No student who has completed less than twelve units of Academy work will be admitted to college classes except by special provision.
2. Any student who is absent from an Academy class without permission will not be readmitted to the class until a satisfactory excuse has been presented to the head of the Academy.
3. Any student who comes to an Academy class after the beginning of the period will be counted as absent unless a satisfactory excuse is given to the instructor in charge.
4. Any student who does not pass 50% of the work for which he is enrolled will not be permitted to register for the following semester.
5. No regular Academy student will be permitted to register for less than three studies.

6. No credit will be given for a study in which all of the required work has not been completed six weeks after the beginning of the following semester.

7. Two years of active membership in a debating club is required of all candidates for graduation from the Academy.

8. No Academy student will be permitted to drop a course without the consent of the head of the Academy.

ENGLISH

First Year. The first semester is devoted to a thorough review of English grammar supplemented by exercises in diagraming and parsing. During the remainder of the course the elementary principles of composition are studied and applied in the writing of simple themes. The study of literature is also begun in this course.

Second Year. The study of composition and rhetoric is continued during the first semester with constant practice in theme writing. The rest of the year devoted to the history of American literature illustrated by collateral readings.

Third Year. The history of English literature is studied through the entire year. Extensive selections illustrative of the various periods are assigned and reports on several required works are made a part of the course.

Fourth Year. During the fourth year about half of the time is devoted to the study of the principles of Argumentation and the elements of Literary Criticism. Each student is required to work out a complete forensic on some question of interest. The literature to be read during this course is governed by college requirements.

HISTORY

I. **Ancient History.** Occupies a full year. Beginning with the earliest events the study closes with the time of Charles the Great, A. D. 800.

II. **Mediæval and Modern History.** Beginning with the Western Empire, A. D. 800, and following the course of events down to the present time. Students entering this course should have the equivalent of History I. above.

III. **United States History.** Required during the third academy year. It embraces the following: (a) The settlement of the colonies and the causes leading to statehood. (b) The establishment of national independence, the development of national unity, and the extension of national privileges to the territories. (c) The policy of the national government toward the colonies, and the recent material, political, and social conditions. Students should have completed the equivalent of History I and II before entering upon the study of History III.

ELEMENTARY ECONOMICS

This course is designed to introduce the student to the elements of the science, and is especially helpful to those seeking a commercial training. All the major divisions of the science are defined and the relations of political economy to every-day business and the civic life are pointed out and illustrated.

LATIN

First Year Latin.—Grammar, oral and written exercises, the reading of simple prose.

Cæsar.—The reading of four books of Cæsar's Gallic War or its equivalent. Review of grammar in connection with composition book.

Cicero.—Six orations of Cicero and selections. Written exercises based on the text.

Virgil.—Six books of the Aeneid. Greek and Roman Mythology.

SCIENCE

1, 2. **General Science.**—A first year course in science for Academy students. It is designed to give the student enough insight into the various branches of science to enable him to better understand and appreciate both his natural environment, and the applications of science to industrial and social life. The plan of the course is varied to suit the needs of the class and in case most of the students expect to later take chemistry and physics, a greater proportion of the work here is devoted to earth science.

Most of the work is in the class room with occasional experiments in the laboratory. Many demonstration experiments are performed by the teacher. The course is carried throughout both semesters.

3. **Zoology.**—A semester course in general Zoology. The classroom and laboratory work are about equally divided, equivalent to five hours per week. Work begins with laboratory study of typical animals to give familiarity with the distinguishing characteristics of the various groups. Following this, the group itself is studied in the class room. This course should be followed by Botany or Physiology.

4. **Botany.**—A study of the structure and germination of seeds, the anatomy and physiology of plants, and their relations to environment. Enough work is done in classification of plants to familiarize students with principles and methods. Three recitations of one hour each and two laboratory periods of two hours each per week for one semester.

6. **Physiology.**—Academy classes in physiology are organized only as found necessary to meet the needs of students who have not had sufficient work in the subject in the grammar grades and who do not expect an opportunity to take College Physiology. One semester is devoted to the subject.

7, 8. **Chemistry.**—A course in general elementary chemistry. Requires seven periods per week throughout the year. A representative text with proper laboratory exercises will be covered during the course. Special attention is called to the principles and laws of the science.

9, 10. **Physics.**—A full year's course, covering Mechanics, Heat, Sound, Magnetism, Electricity, and Light. Three hours a week recitation and four hours a week laboratory work. A well equipped laboratory makes very thorough work possible. This course is designed to meet the requirements of those who wish to teach high school Physics.

The School of Music

The School of Music

Harry R. Detweiler, Pianist, Director.

The department of music is under the same general supervision as the other departments of the college. Students in music are subject to the same rules and regulations as other students in the institution, and are required to make the regular registration to be included in the college records.

Our new buildings and finely furnished music rooms, with new instruments and a full faculty of instructors, permit us to offer unusual advantages for the coming year. An excellent opportunity is offered to those who desire to become teachers, or who wish to learn music in order to enjoy its pleasures and to profit from the educational attainments. Every teacher is a living, practical musician, with extended experience in the special work of the branches assigned. Some important changes have been made this year in the arrangement of the work in the musical department, which will add much to the opportunities offered to the student and to the efficiency of the department.

The Music Department offers four grades of certificates: Preparatory Credentials, Teacher's Certificates, Normal Class Credentials, and Graduating Diplomas.

A definite course of study in music can, at best, be only tentative. While certain grades of work are demanded, all teachers must take into consideration the temperament and needs of the individual pupil in determining the studies to be pursued. Somewhat of an understanding of the work may be obtained from the following:

PIANO

Preparatory:—

Czerny, Bertini, Heller, Loeschorn, Kohler, etc.

Pieces—Selected from time to time by the teacher.

Teachers' Certificate Class:—

Some of the principal studies are:—Bach Inventions and Suites, Czerny, Cramer, Jensen, Heller, Mendelssohn's Songs, a number of Sonatas by Mozart, Haydn and Beethoven.

Pieces—Grieg, MacDowell, Chopin, Schumann, etc. A concerto selected by the faculty.

Normal Class:—

Etudes—Chopin, Bach Preludes and Fugues. Later Beethoven Sonatas, Schumann's Larger Works, etc. One Concerto selected by the faculty.

Graduating Class:—

Etudes—Chopin, Moscheles, Clementi, Bach Preludes and Fugues, Brahms, Beethoven, etc.

Pieces—Classic of both the old and modern school. A concerto by Chopin, Schumann, Grieg, Mendelssohn or Beethoven to be selected by Directors.

Post Graduate work will include at least two of the masterpieces in Concerto form, and the most advanced works of the old school and modern classics.

VIOLIN

Preparatory:—

Wichtl Violin School, Henning or other like violin methods. Kayser's Bk. I.

Teachers' Certificates:—

Sitts' Scale Studies, Kayser's Studies, Schradieck Scales, Kreutzer's Etudes. David, Ernst, Raff, DeBeroit, etc.

Graduating Class:—

Must be familiar with the classics, have an accepted artist's repertoire memorized and be able to play ordinary piano accompaniments.

VOICE

Preparatory:—

Exercises by teacher, Concone's Fifty Exercises, Marchesi's Elementary Exercises, etc.

Teacher's Certificate Class:—

Concone, Twenty-five Lessons, Marchesi Studies, etc. Studies by modern composers. Pupils must be able to play accompaniments. Harmony and English.

Graduating Class:—

Marchesi, Panofka, Lamperti, Vocalizes, etc. Oratorio and Operatic selections and Classical Songs. Advanced Harmony, Counterpoint and Composition.

Lectures given by members of the faculty will be announced from time to time in the regular Bulletin of the College, and by special advertisements.

PUBLIC SCHOOL MUSIC

Class lessons will be given in Theory, Teaching Methods, Ear Training, etc., which will be required in the public schools. The course in public school music is now being arranged to comply with the requirements of the Illinois State Board of Examiners. Graduates of this course will be eligible to teach music in the public school of the state.

Permanent Funds

General Endowment Fund.. This fund now amounts to $200,000. By vote of the Board of Directors this is to be increased to $500,000, as rapidly as possible. Gifts to this fund are earnestly requested.

Endowment for School of Theology. This fund amounts to $5,100, the interest of which is used to maintain the Biblical Department. Of course, this is insufficient for the needs of that Department. Friends are asked to increase this fund.

The Whitney Memorial. This is a fund of five thousand dollars which is being raised by the churches of West Virginia in memory of the late Elder Silas Porter Whitney, the founder of the Advent Christian faith in that State.

The Sherrill Memorial. A fund raised by the churches of North Carolina in loving memory of the late Rev. G. D. Sherrill. It is a part of the General Endowment Fund.

The Dowling Memorial. Founded by the churches of Florida in memory of the late Mr. and Mrs. Thomas Dowling of Live Oak, Florida. The interest is to be used for the general maintenance of the College of Arts and Sciences.

The Parks Memorial. This is a fund of $1,000, founded by Mary L. Parks, of Auburn, Illinois, in loving memory of her parents, Thomas S. Parks and Nancy C. Parks. The income from this fund is to be used for the maintenance of the chair of Biblical Literature, or as tuition for some worthy young person studying for the Christian ministry and dependent wholly, or mainly, upon his or her own efforts for support.

The Chute Memorial. A fund of $100 founded by Mr. and Mrs. Ira M. Chute of Salem, Mass., in loving memory of their son, aged four, accidently killed in the summer of 1917. It is founded as the beginning of a scholarship.

The McCulloch Memorial. A fund of three hundred dollars given by Mrs. M. A. Street of Plattsmouth, Nebraska, in loving memory of her parents, Elder and Mrs. William McCulloch. The

income is to be used for the maintenance of the chair of Biblical Literature.

STUDENT AID AND LOAN FUNDS

The Herman H. Corliss Loan Fund. A fund of five hundred dollars founded in loving memory of Herman Hayward Corliss.

The Eckhart Loan Fund. A fund of two hundred dollars given by the late Charles Eckhart.

The Students' Aid Fund. A fund of five hundred dollars.

These loan funds are for the purpose of making small loans to worthy students at a low rate of interest to assist in completing their school work.

Register

Classification of Students For 1919-20

COLLEGE OF LIBERAL ARTS AND SCIENCES

SENIOR CLASS

Briggs, Clara .....Homewood, Illinois
Corbaley, Clarence Elmo .....Los Angeles, California
Corbaley, Mary Louise .....Los Angeles, California
Corliss, Leon Ross .....Milltown, Maine
Fox, John Roy .....Washburn, Maine
Gielow, Sylvia Mildred .....Tecumseh, Nebraska
Harms, Hilda Leona .....Minonk, Illinois
Hubbell, Ruth Esther .....South Britain, Connecticut
Johnson, Winfred Foote .....Lynn, Massachusetts
Johnston, Rachel Helen .....Mineral Point, Wisconsin
McMullen, Clara Matilda .....Decorah, Iowa
Pauly, John Joseph .....Aurora, Illinois

JUNIOR CLASS

Adams, Mildred Gladys .....Aurora, Illinois
Corbett, Ellie May .....Melrose, Massachusetts
Eastman, Fred Harrison .....Lisbon, New Hampshire
Edmister, Alfred Carl .....Sunbury, Ohio
Erhardt, Martha Edith .....Chicago, Illinois
Ferrell, Harriet Gene .....Howard Lake, Minnesota
Jenks, Ruth Dennin .....Aurora, Illinois
Johnson, Maude L. .....Bristol, Connecticut
Johnson, Wesley Albert .....Lynn, Massachusetts
Shattuck, Alice Edna .....Lynn, Massachusetts
Shull, Golda Rachel .....Grand Valley, Colorado
Singleterry, Curtis Randolph .....Collinsville, Texas
Williams, Keith Harold .....Chicago, Illinois
Wolfanger, Louisa Frieda .....Wayland, New York

SOPHOMORE CLASS

Bates, Lela A. .....South Haven, Michigan
Daw, Alfred Sebastian .....Naperville, Illinois

Freese, Alma Louise .....Aurora, Illinois
Glass, Orpha June .....Sheridan, Missouri
Hubbell, Bernice Isabelle .....South Britain, Connecticut
Lamphiear, Guy Arthur .....Austin, Colorado
Woodworth, Arthur Alden .....Crouseville, Maine

FRESHMAN CLASS

Akers, Edgar Bryan .....New Albany, Indiana
Arundale, Virginia .....Newark, Illinois
Armstrong, Wallace L. .....Mineral, Illinois
Beardsley, Martha Lydia .....Aurora, Illinois
Bennett, Jesse J. .....Morrisville, Vermont
Bigler, Mildred .....Auburn, Illinois
Binford, J. Allison .....Meadville, Pennsylvania
Bond, Theodore Milton .....Dudley, Massachusetts
Campbell, Mildred E. .....Wayland, New York
Converse, Hayden F. .....Meredith, New Hampshire
Day, Hazel Elizabeth .....Bangor, Maine
Devereux, Edward Donald .....Aurora, Illinois
Haviland, Alice .....Aurora, Illinois
Hoag, Dorothy .....Batavia, Illinois
Holmes, Everett Beeman .....Waterbury, Vermont
Jenks, Margaret Prudence .....Aurora, Illinois
Kinkade, Abbie .....Eden Valley, Minnesota
Marshall, Walter S. .....Lebanon, Kansas
Pierce, Grace Winifred .....Aurora, Illinois
Plummer, George T. .....Biddeford, Maine
Powers, Merritt Andrews .....Waterbury, Vermont
Shull, Clarence Ward .....Grand Valley, Colorado
Thomason, Anna .....Aurora, Illinois
Timberlake, Linwood Elton .....Auburn, Maine
Youngstrom, Gustaf A. .....Fredonia, Kansas

THE ACADEMY

FOURTH YEAR

Adams, Perley, Jr. .....Worcester, Massachusetts
Coffey, Collet Columbus .....Cleveland, Ohio

Dunlap, Ella Mabel .....Atkinson, Illinois
Johnson, George Israel .....Wilmington, North Carolina
Kirby, Clarence Little .....Lake City, Florida
Morse, Eliza Laura .....East Richford, Vermont
Paterson, Thos. H. .....Aurora, Illinois

THIRD YEAR

Arnold, Charles Raymond .....Oakland, California
Duke, Clyde Forest .....New Albany, Indiana
Erhardt, Esther Henrietta .....Chicago, Illinois
Halle, Elizabeth Winifred .....Dalton, Massachusetts
Hurst, Wesley R. .....Aurora, Illinois
Morey, Merritt Rufus .....Vershire, Vermont
Pancost, Virginia Elnora .....Dowling Park, Florida
Weber, Ruth Irene .....Aurora, Illinois

SECOND YEAR

Boatwright, Randall Jacob .....Biardstown, Texas
Dowdy, Morel C. .....Wilmington, North Carolina
Dunker, Helen Mildred .....Chicago, Illinois
Johnson, Charles C. .....Wilmington, North Carolina
Phillips, Ezra Esther .....Covena, Georgia
Reaves, Samuel T. .....Wilmington, North Carolina
Sweet, Myrtle .....Leominster, Massachusetts
Welliver, Gladys .....Eden Valley, Minnesota

FIRST YEAR

Bunn, John E. .....Wilmington, North Carolina
Deal, Maude Elizabeth .....Dowling Park, Florida
Dougherty, J. Wilbur .....Pad, West Virginia
Fitzgerald, Raymond F. .....Westfield, Massachusetts
Joyner, Robert Chester .....Bridgeport, Alabama
Livingston, John Waldo .....Abbott, Arkansas
McClammy, Richard P. .....Wilmington, North Carolina
Olson, Albert C. .....Pray, Wisconsin
Randall, Clyde Erwin .....Eden Valley, Minnesota
Robinson, William Robert .....Stewart, Ohio
Starner, Earl .....Sugar Grove, Ohio

SCHOOL OF THEOLOGY

Akers, Edgar Bryan ..... New Albany, Indiana
Bennett, Alice Mary ..... Morrisville, Vermont
Bennett, Jesse J. ..... Morrisville, Vermont
Bond, Katherine M. ..... Dudley, Massachusetts
Bond, Theodore Milton ..... Dudley, Massachusetts
Boatwright, Randall Jacob ..... Biardstown, Texas
Duke, Clyde Forest ..... New Albany, Indiana
Hurst, Wesley R. ..... Aurora, Illinois
Kirby, Clarence Little ..... Lake City, Florida
Morse, Eliza Laura ..... East Richford, Vermont
Olson, Albert C. ..... Pray, Wisconsin
Phillips, Ezra Esther ..... Covena, Georgia
Plummer, George T. ..... Biddeford, Maine
Randall, Clyde Erwin ..... Eden Valley, Minnesota
Robinson, William Robert ..... Stewart, Ohio

SPECIAL STUDENTS

Andrews, Rena ..... Dowling Park, Florida
Andrews, Thelma ..... Dowling Park, Florida
Baum, Paul Burdett ..... Palmyra, Pennsylvania
Bennett, Alice Mary ..... Morrisville, Vermont
Bond, Katherine N. ..... Dudley, Massachusetts
Cheney, Margaret ..... Aurora, Illinois
Putnam, Sarah DeEtte ..... Aurora, Illinois
Stephens, Thaddeus Luther ..... Aurora, Illinois
Teichmann, Frances Groom ..... Aurora, Illinois
Wank, Elmer L. ..... Montgomery, Illinois

Graduates

COLLEGE OF ARTS AND SCIENCES

Grace V. Sargent, B. S. 1894
Bert Joseph Dean, B. S. 1903
Mrs. Jennie May Twining, B. A. ..... "
Milton McWhorter Livingston, B. A.....1904
Roby Columbus Robbins, B. A..... "
Ralph Obed Smith, B. S..... "
Earl Jonas Smith, B. S. ..... "
Orrin R. Jenks, B. A. 1906
Ama Zader Button, B. S. 1907
Harry Minter Pollard, B. A..... "
Ethel Reba Shatto, B. S. ..... "
George H. Dewing, B. S. 1909
Bert Joseph Dean, M. S. ..... "
George H. Dewing, B. A. 1912
Mabel Josephine Lear, B. A. ..... "
Martha Edna Dewey, B. A.....1913
Charles Ernest Decker, B. A. 1914
Zella Alliger Peterson, B. S. ..... "
Clarence Raymond Smith, B. S. ..... "
Frederick Earl Warman, B. S. ..... "
Elizabeth Hammond Lesuer, B. A. 1915
Leonard T. Richardson, B. A. ..... "
George E. Walston, B. A. ..... "
Mary Ethel Bulloch, B. A. 1916
Allen Bunnell Hodges, B. A. ..... "
Elra Earl Keena, B. S. ..... "
Mary Savilla Bixler, A. B. 1917
James Franklin Carter, S. B. ..... "
Lucy Elizabeth Comstock, A. B. ..... "
Venora Stephens Decker, A. B. ..... "
Frederick Charles Fenton, A. B. ..... "
William Kashark, A. B. ..... "

Stanley Hazard Perry, A. B. ..... "
Ruth Varney Pinkham, A. B. ..... "
Essie Bishop Richardson, A. B. ..... "
Roswell Kees Tilton, A. B. ..... "
Lee Elmore Baker, A. B. 1918
Marjorie Mae Bixler, A. B. ..... "
Pearl May Bixler, A. B. ..... "
Florence Louise Burch, A. B. ..... "
Thomas R. Green, A. B. ..... "
Walter Harrison Hulse, A. B. ..... "
Ethel Miriam Jenks, A. B. ..... "
Ruth Stephens Kinkade, A. B. ..... "
Hazel Viola Pullen, A. B. ..... "
Paul Burdett Baum, A. B. 1919
Fanny Fern Bixler, B. S. ..... "
Josephine Briggs, A. B. ..... "

SCHOOL OF THEOLOGY

George E. Cooprider 1896
Lauren Dillon ..... "
Gordon G. Newell ..... "
Sylvester D. Nokes ..... "
William R. Shaw ..... "
Charles A. Shook ..... "
William O. Williams 1897
William V. Bradfield 1898
Ruth Burnett ..... "
Benjamin L. DeGries ..... "
Neely Hamman ..... "
Milton M. Livingston ..... "
Josie Lowry ..... "
Fim Murra ..... "
Wm. C. Roberts ..... "
John J. Schaumburg ..... "
Arthur N. Smith ..... "
Will C. Byrd 1899
Madison E. Cowell ..... "
Ben Greenstein ..... "

Wilford Lawson Oldham ..... "
Elmer Allen Rounds ..... "
Milton McWhorter Livingston 1904
Orven H. Loomis 1905
Roby Columbus Robbins, B. D. 1906
Winfield Wayne Giberson ..... "
John Ernest Kess ..... "
Jared Fremont Whitman ..... "
John Wallace Neslund 1907
John Berlin Keepers 1910
William Gardiner Bird 1911
Charles Ernest Decker ..... "
Milton McWhorter Livingston, B. D. ..... "
Ray Walter Connell 1912
Grace Hughson White ..... "
Charles Ernest Decker, B. D. 1914
Clarence H. Hewitt ..... "
George E. Walston, B. D. 1915
Howard Fremont Bingham 1916
Clara Briggs ..... "
Myron Judson Dick ..... "
Allen Bunnell Hodges, B. D. ..... "
Clarence Jess Kearney ..... "
Thaddeus Luther Stephens 1918
John Henry Crouse 1919
Weldon Mac Wilson ..... "

HONORARY DEGREE OF DOCTOR OF DIVINITY

Rev. B. Forester 1918
Rev. David Hanson Woodward 1919

THE ACADEMY

Orven H. Loomis 1905
Winfield Wayne Giberson 1906
Harry Louis Hanson ..... "
Josiah Lonner Irvin ..... "
John Ernest Kess ..... "
Jared Fremont Whitman ..... "

Ben Harrison Monson 1907
John Wallace Neslund ..... "
Ruth Alice Bixler 1908
Charles Herman Clark ..... "
Charles Ernest Decker 1909
Burton Patriquine Holt ..... "
John Berlin Keepers 1910
Clarence Raymond Smith ..... "
Howard Fremont Bingham 1911
Roswell Kees Tilton ..... "
George Ellsworth Walston ..... "
Frederick Earl Warman ..... "
Roger Albert Watkins ..... "
Grace Hughson White ..... "
Essie Dolores Bishop 1913
Ruth Winifred Stephens ..... "
Bertha May Warman ..... "
Venora Stephens Decker 1914
Clarence H. Hewitt ..... "
William Kashark ..... "
Bessie Darlene Williams ..... "
William Edward Wright ..... "
Pearl M. Bixler 1915
Lucy E. Comstock ..... "
Clyde W. Downey ..... "
Jeanette M. Pine ..... "
Esta B. Walston ..... "
George W. L. Warman ..... "
Miles W. Gielow 1916
Helen Ruth Harvey ..... "
Etta Grace Hewitt ..... "
Merton Webster Hewitt ..... "
John Gordon Higgins ..... "
Lola Elda Lake ..... "
Gladys Elizabeth Moore ..... "
Adda Mae Shull ..... "
Cornelia Mae Smith ..... "
Clarence E. Corbaley 1917
Mary Louise Corbaley ..... "

Alfred Carl Edmister ..... "
Clara Matilda McMullen ..... "
Frances Amy Pine ..... "
John Henry Kinkade ..... "
Olive E. Bay 1918
James Henry O'Hara ..... "
Curtis Randolph Singleterry ..... "

SCHOOL OF COMMERCE

Claud G. Cummings 1895
Sarah Cummings ..... "
Anna K. Engelskirchen ..... "
Flora E. Freedman ..... "
Robert I. Fisher ..... "
Eugene N. Gibbs ..... "
Julia M. Knauer ..... "
Charles Letl ..... "
Victor G. Orris ..... "
Howard E. Rogers ..... "
Frank B. Sibley ..... "
George D. Smith ..... "
Charles J. Young ..... "
Grace L. Bagley 1896
Josiah W. Baker ..... "
Artie C. Gerlack ..... "
O. B. Lewis 1898
Albert E. Pfiffner ..... "
Fred A. Runquist ..... "
Webb Setchell ..... "
Norman Wells Stewart 1899
Benton Albert King 1901
Carrie Ida Bauman ..... "
John William Muhs ..... "
Frederick Edward Raasch ..... "
Roscoe Conklin Hanaford 1904
Harry Louis Hanson ..... "
Myra Goldena Hurlbutt ..... "
Earl Jonas Smith ..... "

Ralph Obed Smith ..... "
Frank Roetzel 1905
Myrtle Mae Wilkinson 1906
Bruno Anton Etzbach 1907
Arthur Louis Kutter ..... "
Josie Gertrude King 1909
Jacob Lakin Nisley, Jr. ..... "
Frank Moore Shull ..... "
Minnie Katherine Beck 1910
Walter Lester Wolford ..... "
Viola Mae Carpenter 1911
Edna Belle Davison ..... "
George Philip Jacobs ..... "
Irvin James Keena ..... "
Sadie Elnor Warman ..... "
Henrietta Bertha Bishop 1912
Amos Gust Buck ..... "
Daniel Theodore Carlson ..... "
Courtney James Dunton ..... "
Homer Johnson Dunton ..... "
Harold Wallace Jewett ..... "
Raymond Leroy Olson ..... "
Arthur Edward Becker 1913
Gladys Elizabeth Moore ..... "
Hazel Viola Pullen ..... "
Ralph William Riley ..... "
Jesse T. Shewmaker ..... "
Alexander Goetsch 1914
William Talmage Hafer ..... "
Merton Webster Hewitt ..... "
Clayton D. Rackliffe ..... "
Carleton Dale Reed ..... "
Emil E. Ruhn ..... "
Gladys Roselynde Walker ..... "
Roscoe Herbert Wicks ..... "
Lena S. Adams 1915
Milderd G. Adams ..... "
Harry A. Hunter ..... "
Emma Lutz ..... "

Rachel Olsen ..... "
William E. Wright ..... "
Helena M. Zentmyer ..... "
Andrew Barnard 1916
Marshall Perkins ..... "

CONSERVATORY OF MUSIC

Ama Zader Button, Teacher's Certificate Course 1906
Harry L. Hanson, Teacher's Certificate Course.....1907
Hope Millicent Pollard, Teacher's Certificate Course 1909
Mary Lydia Wallace, Teacher's Certificate Course ..... "
Mallory Frederick Horne, Teacher's Certificate Course 1914
Cornelia Mae Smith, Teacher's Certificate Course 1915
Helen Bellinger, Preparatory Credential ..... "
Grace Starbuck, Preparatory Credential ..... "
Cornelia Mae Smith, Normal Class Credential 1917

GRADUATES BIBLE SCHOOL CORRESPONDENCE INSTITUTE

A. H. Ericsson .....Christian Workers' Course
A. H. Chillson .....Christian Workers' Course
Miss Luella Dunham .....Normal Course
Mrs. Anna M. Bogart .....Normal Course
Mrs. Cora E. Moon .....Normal Course

1907-8

Anna M. Bogart .....Bible Study by Periods
Walter L. Champeon .....S. S. Normal Course
Vinton Cleft .....Bible Study by Periods
M. E. C. Hatlinger .....New Testament Greek

1908-9

Zoa A. Bloyd .....Bible Study by Periods
William F. Brown .....Bible Study by Periods
Lottie Champeon .....S. S. Normal Course
Verna Corey .....S. S. Normal Course

Lininger, Harvey Ellis .....Neb.
Abbie G. Johnson .....Bible Study by Periods
Herbert N. Johnson .....S. S. Normal Course
Mrs. Edna A. Johnson .....S. S. Normal Course
Harry E. Little .....Christian Workers' Course
Marshall Phinney .....S. S. Normal Course
Florence M. Rowe .....S. S. Normal Course
Mildred Stafford .....S. S. Normal Course
Amy Winslow .....S. S. Normal Course

1909-10

Rev. A. H. Ericsson .....New Testament Greek
Rev. A. H. Ericsson .....Archeology
George E. Walston .....Special Course

1910-11

Mrs. J. H. Becker .....Teacher Training Course
Alexander Cameron .....Christian Workers' Course
Frank J. Davis .....Teacher Training Course
Addie E. Jackson .....Christian Workers' Course
Ella Jones .....The O. R. Jenks' Bible Course

1912-13

Rev. A. B. Miller .....Archeology
Rev. Irvin F. Barnes .....New Testament Greek
Miss Rose Etta Jones .....Outline Bible Course

1915-16

John E. Sellers .....Teacher Training Course
Ida M. Bradstreet .....Christian Workers' Course

1916-17

John J. Schaumburg .....New Testament Greek

1917-18

Charles C. Maple .....Outline Bible Course
Mabel Josephine Bird, B. A. .....Teacher Training

BEQUESTS TO OUR PERMANENT ENDOWMENT

For the convenience of those who wish to bequeath some property to the Permanent Endowment Fund of Aurora College, we suggest that the following form be used:

FORM OF BEQUEST

"I give, devise, and bequeath to Aurora College, a corporation existing under and by virtue of the laws of the State of Illinois, of the city of Aurora, County of Kane, and state of Illinois, the sum of ..... Dollars $); or property described as follows:

_____

_____

_____

_____

_____

_____

to be applied to the uses of said corporation, and the receipt of the treasurer thereof shall be a sufficient discharge to my executors for the same."

WITNESSES:

_____ _____

_____

_____ Testator.

Note 1.—If the gift consists of property other than money, properly describe it so it can be identified.
Note 2.—The law in most states provides that the testator sign the will in the presence of two or more disinterested witnesses, who must also sign the will in the testator's presence, and in the presence of each other. We advise the observance of this requirement.

UNIVERSITY OF ILLINOIS-URBANA
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